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First Meeting of the Ministerial
Follow-up Committee of Nine of
The Conference of Ministers
Responsible for Human Resources Planning,
Development and Utilization

Addis Ababa, 24 and 25 February 1983

# EDUCATION TRAINING PROGRAMME

## The Programme for the Implementation of the Projects on "The Re-orientation of Education to the Socio-economic Development of the African Region"

## I. Authority

This programme constitutes the educational component in the field of human resources planning, development and utilization. The programme elements contained in this Education Training Programme are a planned strategy for the implementation of the human resource sector of the Lagos Plan of Action and as a follow-up action strategy to the First Conference of Ministers Responsible for Human Resources Planning, Development and Utilization;[1] the Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa[2] and the Harare Declaration on Education of the Conference of Ministers of Education and those responsible for Economic Planning.[3]

The Programme aims at serving as a basis for collaborative consultations between technical assistance agencies, ECA, other UN Agencies and participating member States through their Ministries of Education and Planning, higher learning institutions and other related agencies, ministries and institutions. It further aims at serving as a basis for re-orienting education to the socio-economic development of the African region.

## II. Contextual Background

The models of education inherited upon independence were not in keeping with the heritage, endowment and cultural identity of African countries. They did not sufficiently foster intensive endogenous efforts and capabilities to identify problems and determine priorities. Neither did they devise and develop types and forms of education which would facilitate the solving of critical problems and full utilization of resource endowment. Furthermore ever since independence, education is operating in a world characterized by rising expectations, and crises after crises whereby educators have been forced to respond to the changes in peacemeal fashion rather than creating comprehensive new bases for social evolution and development. In fact, educational reforms have continued to behave in a manner comparable to a fire fighting actic and very defensive style of lawn tennis, a game of long baseline rallies and not of planned attacking style warranted by the problems and challenges of the changing times.

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1/ ECA First Conference of Ministers Responsible for Human Resources, Planning, Development and Utilization, Monrovia (Liberia), 5-7 October 1981.

2/ ECA/AAU - Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa, Addis Ababa, 25-29 January 1982 organized in co-operation with UNESCO and OAU.

3/ UNESCO - MINEDAF V Conference of Ministers of Education and those responsible for Economic Planning, Harare (Zimbabwe), 28 June - 3 July 1982 organized in co-operation with ECA and OAU.

Education with its extensive support system and designed to undergird the production process and delivery services has not been effective in evolving:

(a) systematic plan, strategies and programmes for continual monitoring improvement and texting of the educational product through research and development;

(b) a complex internal communication system whereby information and news of the changes of developments are widely circulated;

(c) programmes and opportunities for short-term and long-term training to systematically up-grade and refine progresses and skills required at all levels; and

(d) a marketing strategy to get the products of the educational system to the attention of users, employers and consumers.

Unlike other productive systems or enterprises, education has not been utilizing effectively the combination of research, development, training, communication and delivery to its advantage. Part of the volume of investments into education should have been effectively designed to specifically develop and support.

- research and development so as to provide new ideas, fresh thrust and test old assumptions;
- training so as to provide a new cadre of leaders, technologists, technocrats, specialists in various fields and to up-grade teacher skills;
- demonstration to illustrate the best of current practices and trends through dissemination of information and knowledge, through workshops, seminars, mass media and the press; and
- technical assistance so as to provide specific help to programmes with individual needs, fellowships, intra-regional co-operation, consultancy and advisory services.

So far attempts to cope with many of the educational problems appear to have fallen into four broad categories:

(a) The expansion of the formal system towards a universal primary education. This expansion, however, slowed down in the early seventies when African educationists/educators became increasingly aware that there was no virtue in sheer numbers and that the decline in the quality of education in the schools was not in the best interest of African development.

(b) rearrangements within the system to maximize the use of human financial and material resources, equipment and instructional materials. There were instances of increased class sizes, shifts, evening classes, improved facilities, increase in subject offerings, change of examinations, up-grading of teachers and more openings and opportunities at the successive levels of the educational pyramid;

(c) regulation of student/pupil flow consequent upon the state's inability to provide education to all those who qualified for the next successive level of the system. Modern or junior secondary schools were introduced and vocation-oriented secondary education was introduced too, side by side with the traditional grammar school;

(d) innovations and educational reforms designed to solve some of the pertinent issues in education such as the introduction of educational broadcasting and television to overcome teacher shortage and ensure accessibility of educational opportunities to many through correspondence courses, the use of the mother tongue/national language as a medium of instruction and the localization and indigenization of examinations. Outside the formal school system, functional literacy programmes both in the mother tongue or the country's official national language were introduced and so was agricultural extension work and co-operative management.

In view of the foregoing however, due recognition and attention need to be given to education and training as a critical sector which is both a consumer and producer of the skills inputs not only into education itself but also into the various sectors of the economy. To accelerate the pace of development, it is important to re-orient and expand the education and training sector to enable it to meet adequately its own expansionary and development needs as well as supply the needed skills and brain input for the production and service rendering activities in the other sectors such as agriculture, health, construction, industry, transport and communication, mining, forestry, etc. all of which depend for their growth on the technical, scientific and managerial education. This calls for re-orienting education to socio-economic development. It entails effective planning of educational systems; it entails innovations in curriculum and teacher education; it entails fundamental changes and reforms in administrative structures.

The consequences on non-planning or peacemeal/ad hoc planning of education are too well known and many - among, them the influx of in urban areas of job seekers, the rural to urban migration, the unemployed graduates, shortage of trained and skilled manpower, deviancy, increase in crime rate, and a fall in the quality of education.

An ineffective administrative structure has its own consequences. It may lead to frustration among staff, ineffective utilization of resources, human, financial and material; to poor quality output, and to the aims and objectives of education not being achieved. Since education starts and ends with administration, it is important for nations to have effective administrative structures that respond and ministers to the needs of the schools.

These and many other consequences continue to plague African countries and an assault to solve them must be mounted on the outset, and it is with this assault in mind that this programme is being mounted to try and solve some of the pertinent issues.

## III. Problem Areas

A fundamental problem underlying educational policies, aims, content and structure is how to develop the kind of education schools and educational institutions should provide. Hitherto, emphasis has been on providing more schools, enrolling more pupils/students, training more teachers, providing greater educational opportunities for the majority of the population;but it has not been easy to decide and determine the quality and what these schools should do to bring about the desired results - the education of resourceful and competent citizens who realize their own potentials and contribute to the development of their communities.

In an attempt to review these problems, the basic programme objective is to try and answer such questions as:

A. What should schools/educational institutions teach?

- (i) to which students and for how long?
- (ii) how can teaching materials be prepared?
- (iii) how is teaching/learning to be organized?
- (iv) how are teachers to be suitably trained and re-trained and how can methods of teaching be improved?
- (v) how is learning/teaching to be effectively evaluated?

B. How can the entire process be continuously adjusted to ensure that the education students receive is relevant to their own needs and those of society?

C. How are educational programmes to be implemented and evaluated?

D. Where are resources(human, material and financial) to come from and how are they to be effectively utilized?

E. How is the teaching/learning process and the curricular activities of schools and indeed educational institutions be related, and linked to the world of work in production of service rendering organizations?

F. Given the high costs of education, how can the staff, student and physical facilities be maximized so as to effectively implement reforms in the course of the process?

This programme is an attempt to focus attention on some of the answers to these questions. It will not necessarily answer the questions, but aims at mapping out possible answers and how to go about answering the questions. It aims at providing the tools to answering these questions. Attention will therefore be focussed on four areas which could provide a basis for analysis of the situation and determination of some answers to the questions viz:

1. Educational Planning
2. Curriculum Development and Evaluation
3. Educational Administration
4. Teachers and Teacher Education

## IV. Specific Problems

### 4.1 Educational Planning (Programme 1)

This programme addresses itself to a set of interrelated problems concerning the planning, management and development of educational systems viz.

(a) shortcomings of the best known approaches to educational planning as usually applied;

(b) the orientation of most planning efforts towards high level allocative decisions

(c) the limitations of data available for policy analysis

All African countries carry some form of educational planning, but many of their efforts are little more than attempts to project recent trends in enrolment growth into the future, calculate the number of teachers and classrooms required, and then estimate the budgetary requirements for providing the resources (human, material and financial) required.

Such quantitative and non-analytical planning developed soon after independence when the mere provision of more education was the dominant factor and the unsophisticated planning was at least partially satisfactory. Many post-independence plans suffered from internal inconsistency, infeasibility of targets and hence non-implementation.

As enrolment ratios have continued to expand, the claims on public resources have greatly increased and hence the need for more sophisticated planning approaches to determine how much nations should spend on education and on what projects.

Some of these approaches have had serious shortcomings - hence the urgent need to change the orientation of educational planning.

For a variety of reasons, educational planning in Africa has not led to efficient educational systems. One of the reasons is that educational systems consist of many layered, complex and interrelated group of activities Another reason arises out of complications associated with measuring inputs and outputs which make analysis and planning more difficult than in most other sectors of the economy.

Despite the attention devoted to educational planning and its methodological approaches, a gulf exists between the subject matter treated in the literature and the problems confronted by working planners at the sectoral level. This gulf is caused by the tendency of "discipline oriented" economists to address questions of macro-allocation while their "problem-oriented" colleagues in ministries of planning offices are concerned with micro-allocation questions. Given the difficulties of planning educational systems, it is not realistic to expect economic analysis to produce right or optimal solutions to complex policy problems. However it is possible to use economic analysis and related tools to provide information which will guide decision-makers in changing educational systems for the better.

Also better information and with better analytical methods, modified and applied to the problems faced by planners and administrators in the real world, education can be re-oriented to the needs of society. This programme therefore is geared to answering such questions as

- Is the total amount of resources used by the educational system optimal?
- Would social welfare be increased by shifting resources from education to the economically productive activities?
- What is the socially optimal distribution of resources within the educational system? Should more resources be devoted to secondary vocational education at the expense of general secondary education, Where should expansion take place?
- How should education be produced? Would it be more efficient to reduce the number of schooling years in primary schools?
- Should audio-visual methods be substituted for teachers?
- If teachers can be imported from abroad and students sent abroad, should this be done or terminated?
- Do outputs from the system satisfy societal demands both in quality and quantity?

Answers to these questions are of crucial importance to educational planners, administrators and all educators and hence the urgency for carrying out this programme.

4.1.1 Programme Activities

| Programme Number | Programme Title | Duration | Programme Level | Content |
|---|---|---|---|---|
| 1 | Educational Planning | 2 weeks | Economic Planners/ Educational Offices; District Education Officers, Curriculum Developers and Administrators<br><br>From: Ministries of Education, Health, Agriculture Economic Planning, Directorate of Personnel, Cabinet Office, Community Development and Universities | Days 1 and 2: Problems and Approaches to Educational Planning:<br>- Definitions of terms and problems<br>- Need for educational planning<br>- Trends and approaches to educational planning<br>Days3: Changing the orientation of Planning:<br>- What do schools produce? How is education produced?<br>- Planning and the hierarchy of decisions<br>- Choice of educational decisions<br><br>Days 4 and 5: Evaluation of educational Systems<br>- Decisive factors in internal effectiveness<br>- Criteria for evaluating educational policies, aims and programmes<br>- Systematic approach to goal analysis and evaluation of educational programmes<br>- Evaluating the internal and external efficiency of educational systems<br><br>Day 6: Data for analysis and decisions<br>- Collection and analysis of data<br>- General criteria for data collection and analysis<br>- Policy relevant data<br>- Using data for projection of educational development<br><br>Day 7: Costing and financing of educational Systems<br>- Quantitative expansion of education<br>- Resource requirements<br>- Costing educational development<br>- Qualitative education and improvements |

Programme Activities (Cont d)

| Programme Number | Programme Title | Duration | Programme Level | Content |
|---|---|---|---|---|
| | | | | Day 8: Management of Educational Reforms<br>- Three major strategies of innovation: power, coercive, rational impirical, normative-educative strategies<br>- Origins of reforms<br>- Personnel involvement in educational reforms<br>Days 9 and 10: Curriculum Development and Engineering<br>- Curriculum Planning, Curriculum Implementation and Evaluation<br>- Improving curriculum instruction |

4.1.2 Logical Framework of Activities: Educational Planning

| Main Course Content | Major Objectives | Job Tasks | Operational Modality | Main Output |
|---|---|---|---|---|
| 1. Problems in, and approaches to educational planning<br>2. Changing the orientation of educational planning<br>3. Evaluation of educational systems<br>4. Data for analysis and decisions in education<br>5. Costing and financing of educational systems<br>6. Management of educational reforms<br>7. Curriculum development and evaluation | 1. To review status of educational systems and formulate strategies for educational development<br>2. Review various approaches and their shortcomings to educational planning<br>3. Identify methods for data collection and analysis in education<br>4. Equip education practitioners with current techniques in educational planning and curriculum improvements | 1. Identify major constraints in educational development<br>2. Review role of educational planners and administrators in educational development<br>3. Collection and dissemination of information/data<br>4. Develop guidelines for educational planners<br>5. Assess the shortcomings in approaches used to planning education<br>6. Review the effectiveness of curriculum instruction | 1. Lecture discussion<br>2. Lecture-demonstration and exercises<br>3. Information gathering and case-writeup<br>4. Individual and group mini-education plans<br>5. Seminar and simulation exercises | 1. Review of national education plan undertaken<br>2. Questionnaire for data collection developed<br>3. Proposals for action strategy of educational development formulated<br>4. Proposals for effective utilization of educational resources produced<br>5. Proposals for effective co-ordination of educational activities worked out. |

4.2 Educational Administration (Programme 2)

To translate educational targets in terms of structure of educational systems, and the administrative mechanisms behind that system (its financing, construction of schools, content of courses, methods and instructional materials tools, flow of students, teacher recruitment and training, research and experimentation) calls for important decisions - a process which depends upon continuous planning, organizations and administrations. But this cannot be done simply as an ad hoc arrangement. It involves careful planning and organization i.e. clearly-established and carefully-conceived mechanisms and systems to ensure that continuous educational development keeps pace with the rapid changes of modern life.

Since major instructional and organizational changes in educational systems (including as they do complicated and administrative procedures and coming at rare intervals) our concern in this programme is to remind ourselves that instruction is the supreme purpose of the schools and all activities and services essential to the successful operation and improvement of instruction should be considered as contributory. Organization and administration, growing from instructional needs, must therefore be considered only as means and not an end in the achievement of instructional objectives.

Administration is essentially a service activity, an agency through which the fundamental objectives of the educational process may be more full and effectively realized. In the development of this point of view, the teacher emerges as the most important agent. with the administrator in the position of ministering to the needs and thus to the general efficiency of the teaching process.

In accepting this educational function, it is necessary to examine, appraise and orient objectively all structure and organisational practices in terms of instructional purposes i.e., that through better and improved educational administration we can re-orient education to purpose, to process and to structure. This programme therefore, will lessen itself to a study of educational administration to make learning more efficient and to help the administrator in making better decisions for the education purpose and to help teachers, tutors/lecturers play and understand better their role in education.

4.2.1 Programme Activities

| Programme Number | Programme Title | Duration | Operational Lev |
|---|---|---|---|
| 2 | Educational Administration | One Week | School Headmast<br>College Tutors,<br>Principals, Dis<br>Education Offic<br><br>School Inspecto<br>Education<br>Administrators,<br>Lecturers |
| | | | From<br><br>Ministry of Education<br>Training Colleg<br>Secondary Schoo<br>District Education Offic<br>Schools and Colleges of Education,<br>Institutes of Education |

| | Content |
|---|---|
| rs, tict rs s | Day 1: School and Functional Administration<br>- Administration defined; the educational function and the legal basis of education<br>- Principles of organization<br>- Organizational responsibilities<br>- Management functions<br>Day 2: Leadership Style<br>- Democratic, bureaucratic, paternalistic, charismatic, and coercive styles<br>- Management of educational reforms<br>. initiating educational reforms, major strategies for innovating reforms<br>- personnel involved in the management of reforms<br>Day 3: Improving Learning and Teaching<br>- Planning school activities and programmes<br>- Time-tabling and schedules<br>- Helping with teaching and young teachers<br>- Evaluating student learning<br>- Supervision of the school<br>Day 4: Community/District Administration<br>- Community involvement in education<br>- Parent associations; District/Regional Administrator structures<br>- Communication - Vertical/Horizontal<br>- School finance<br>- Management of funds<br>Day 5: Educational Development<br>- Educational planning reviewed<br>- Curriculum improvement<br>- Programming and programme implementation<br>- Evaluating school systems |

4.2.2 Logical Framework of Activities: Educational Administration

| Main Course Content | Programme Objectives | Job Tasks | Operational Modality | Main Output |
|---|---|---|---|---|
| 1. School and functional administration<br>2. Management Functions and tools: Leadership styles and the management of educational reforms<br>3. Improving learning and teaching supervision and managers of schools<br>4. Community/District Administration and school finance<br>5. Educational development educational planning and curriculum improvement | 1. To enable administrators improve their skills and understandings of school administrative organizational principles and management of educational reforms<br>2. To enhance knowledge and skills in managing schools, educational planning curriculum, teaching and programme implementation<br>3. To review the status effectiveness and operation of school administration in fostering learning and promotion of education | 1. General review of education administration<br>2. Identification of leadership problems<br>3. Collection and dissemination of information on educational administration<br>4. Identification of personnel who would provide leadership in educational administration<br>5. Development of guidelines for educational administrators<br>6. Review role of inspectors and administrators<br>7. Review professional ethics of teachers and communication problems<br>8. Assess the effectiveness of administrative and management decisions | 1. Lecture demonstration and exercise<br>2. Lecture Discussion<br>3. Information gathering and case write-up<br>4. Simulation exercises role playing and practical<br>5. Field trips<br>6. Laboratory Cases<br>7. Individual groups assignments<br>8. Seminars | 1. Recruitment promotion and staff development procedures reviewed<br>2. Proposals for effective co-ordination of school administration worked out<br>3. Proposals for improved school administration and inspection produced<br>4. Methods and techniques for better school management and managing school reforms reviewed and proposals made.<br>5. Proposals for improved teaching formulated |

4.3 Teachers and Teacher Education (programme 3)

Both at the levels of theory and action, teacher education is characterized by confusion, effervescent hopes, mordant fears and wishful thinking and increasing pessimism. Indeed education, per se has never had an easy time. The classicist feels that real education is cultivation of the mind, but the vocational voice stresses the importance of job-oriented instruction whereas the pragmatist tries to reconcile these views, but with little success. These differing opinions often end up confusing teachers, especially the inexperienced ones.

It is the purpose of this programme to critique the present conditions and illuminate what the future might bring. The programme is built around the theme of improvements in teacher education on such issues as:

- learner-based curricula
- performance-based teacher education
- teacher-based education
- total community involvement in the education process

Critics argue that teaching is a pseudoprofession, resting an experience and apprenticeship. Yet as far as it is now known, teaching is much more than presenting information or ideas. It includes, among other things, buiding pupils to learn by means of the probing, discovering, analysing and maximizing activities, the subtle business of building attitudes and values, and the more straightforward tasks of skills development. This task cannot be performed by non-professionals uncommitted to the cause of developing and guiding individuals and to the professional ethics of the trade. Teaching it has to be noted, is to try help someone learn something, or more formally to help someone acquire or change some behaviour, i.e, some skill, attitude, knowledge, ideal or appreciation.

Therefore, to improve learning in shcools, teacher education must proceed both toward incremental reform, through strong disciplinary training and professional preparation, continual retraining in teacher centres and complexes; and toward comprehensive reform, through systematic enquiry into teaching and learning and through a network of devoted schoolmen and scholars who can create the conditions for fundamental change in the education of children.

The forces demanding change in education are basically four: the students, parents, teachers and society. Parents and students usually direct their protests to the schools rather than departments of education. Society directs its protests to educational systems for failing to prepare students for a useful and productive role in society. Teachers and administrators deplore their lack of preparation for the problems that confront them particularly in the cities and look to the educators for new and helpful resources to ease their problems.

This programme therefore, is intended to offer help to teachers, teacher trainers, college tutors/lecturers and educators alike by helping them:

- clarify educational goals being sought
- reviewing and appraising tools and technology available to them.

- review the nature and dynamics of classroom teaching
- the philosophy of teaching
- the community and school environment
- the professional competence of the teacher, his skills, knowledge attitudes prejudices, and personality and his ability to deal with teaching problems

4.3.1 Programme Activities

| Programme Number | Programme Title | Duration | Operational Level | Content |
|---|---|---|---|---|
| 3 | Teachers and Teacher Education | Two weeks | College Tutors; Lecturers; Teacher Trainers; School Teachers; Education Officers Educators School Masters Tutors; Teachers.<br><br>From:<br><br>Training Colleges Schools/colleges of Education Technical Schools/ Colleges; Secondary Schools; Universities, Training Institutions; Ministry of Education | Day 1: What is teacher education<br>- Teacher education defined; approaches to teacher training and education; current and future trends; exposure to reality and improving teacher education.<br>Day 2: Influences on Teacher Education<br>- Governmental roles in education<br>- Local councils and community influences<br>- Governance of teacher education<br>- Major influences on teacher education<br>Day 3: Organizational Issues<br>- Reforming teacher education; curriculum development; school administration; running a school.<br>Day 4: Professional Ethics<br>- Code of conduct for teachers<br>- Qualities of a teacher; the teachers responsibilities: teacher role in school<br>- Keeping alive of developments<br>Day 5 and 6: Improving Learning/Teaching<br>- Problems in teaching/learning situation<br>- Strategies for dealing with teaching problems<br>- Activities of teaching<br>- Instructional systems design<br>- Improving teaching<br>Days 7 and 8: Evaluation of Student Learning<br>- Using evaluation for instructional decisions<br>- Evaluation techniques for knowledge affective analysis and comprehension objectives<br>- Evaluation systems |

4.3.1 (Continued)

| Programme Number | Programme Title | Duration | Operational Level |
|---|---|---|---|
| | | | Days 9 and 10: Measuring, Testing and Evaluating Performance<br>- Selecting proper testing devices<br>- Constructing teacher built tests<br>- Measuring specific objectives<br>- Correcting and marking tests, scripts/papers<br>- Other evaluative devices. |

4.3.2 Logical Framework of Activities: Teachers and Teacher Education

| Main Course Content | Programme Objectives | Job Tasks | Operational Modality | Main Outputs |
|---|---|---|---|---|
| 1. What is Teacher Education<br>2. Influences on Teacher Education<br>3. Organizational issues<br>4. Professional ethics of teaching<br>5. Improving learning and teaching<br>6. Evaluation of student learning<br>7. Measuring, testing and evaluation of performance | 1. To review the status effectiveness and operational modalities of learning and teaching<br>2. To review teacher education and formulate strategies for improved teaching<br>3. To review, assess and formulate strategies for the development of instructional materials, tools and equipment for improved teaching | 1. General review of current practices in T.E.<br>2. Preparation of a leatnogram of education<br>3. Preparation of a sociogram of school<br>4. Identification of student problems dropouts, failures absenteeism, throughputs, fees etc.<br>5. Collection and dissemination of information on teaching profession<br>6. Identification of teaching/learning problems and formulating strategies to overcome them<br>7. Identification of professional organization/administration responsibilities of teachers | 1. Case studies on current T.E. practices<br>2. Lecture demonstration<br>3. Micro-teaching<br>4. Practical exercises and assignments<br>5. Field trips and information gathering<br>6. Simulation exercises and role playing<br>7. Visual and audio-visual aids<br>8. Communication skills | 1. Proposals for development of instructional materials produced<br>2. Proposals for imparing learning and teaching, curriculum instruction and evaluation formulated<br>3. Code of professional conduct reviewed and developed<br>4. Teaching methods and techniques reviewed and strategies for improvement formulated.<br>5. New prospectives in T.E. examined and proposals for reorientation made<br>6. Information on improving T.E. disseminated |

## 4.4 Curriculum Development and Evaluation (Programme 4)

The development of curriculum should be seen as an integral and continuing part of education development policies and of educational planning in which case the several disciplines within curriculum must be seen as constituting an integral whole requiring not only total development, en tout, but en suite. In this regard member States must see curriculum development as a continuing process which requires appropriate national mechanisms to deal with it.

So far evidence shows that while curriculum and teaching adjust themselves to change, the pace of adjustment is much too slow to keep abreast of modern times. Hence the need for deliberate actions to hasten and facilitate the process of curriculum adjustment especially considering that structural and organizational changes usually take time, and because of this time lag, curriculum assumes the attributes of a regulating mechanism reaching beyond the formal substance of education and touching the very core of the process through which general concepts and objectives are translated into educational practice and results. Thus curriculum at all levels must reflect the needs of the individual and of society taking into account the presently accepted knowledge of new discoveries and developments. Education systems in particular schools, should accept a corresponding obligation to discard outmoded materials and treatments.

This programme, therefore, aims at helping to ease the tasks of decision making of the persons involved in curriculum development and how best to make their role more effective.

4.4.1 Programme Activities

| Programme Number | Programme Title | Duration | Operational Level | Content |
|---|---|---|---|---|
| 4 | Curriculum Development and Evaluation | Two weeks | School Inspectors; Curriculum planners; Education officers; Administration Examiners, Lecturers; School heads<br><br>From: Ministry of Education Curriculum Centres; National Examination Boards; Institutes of Education Correspondence Colleges; Universities; Teacher Training Colleges; Inspectorate and other Institutions | Day 1: Basic Educational Concepts<br>- Curriculum theory, concepts and curriculum as a field of study;<br>- Concepts of educational development<br>Day 2: Curriculum Design<br>- Design definitions; elements of curriculum<br>- Trends in practice; and culture content in curriculum<br>Day 3: Curriculum Development and Engineering<br>- Curriculum Planning, Implementation and Evaluation<br>- Curriculum improvement<br>Day 4: Forces of Educational Change<br>- Pressure of numbers, expansion of knowledge<br>- Socio-economic demand for education; scientific and technological demand for change<br>Day 5: Educational Aspects of Curriculum Improvement<br>- Basic considerations and general considerations for all levels; changing objectives of curriculum<br>- Problems of integration and balance<br>- Adjustment of subject matter - arts, science and maths<br>Day 6: Co-ordination and Organization of Curriculum<br>- School structure; organization of teaching; curriculum teaching; transferring curricula into learning experiences; teaching aids and instructional materials, curriculum, school and community<br>- Continuing education |

4.4.1 (Continued)

| Programme Number | Programme Title | Duration | Operational Level | Content |
|---|---|---|---|---|
| | | | | Days 7 and 8: Methods and Mechanisms of Curriculum Change<br>- Defining objectives of curriculum; Decision making function; preparation of teachers; Role of community; Co-ordinating mechanisms; Research and experimentation<br>Days 9 and 10: Principles of Curriculum Instruction<br>- School and attainment of educational objectives Selection of learning experiences to attain objectives;organizing learning experiences and evaluations, learning experience |

4.4.2 Logical Framework of Activities: Curriculum Development and Evaluation

| Main Course Content | Programme Objective | Job Task | Operational Modality | Main Outputs |
|---|---|---|---|---|
| 1. Basic educational concepts<br>2. Curriculum Design<br>3. Curriculum Development and Engineering<br>4. Forces of educational change<br>5. Educational Aspects of curriculum improvement<br>6. Co-ordination and organization of curriculum<br>7. Methods and mechanisms of curriculum change<br>8. Principles of curriculum and instruction | 1. Review of basic education concepts carried out so as:<br>-identify factors that influence curriculum development<br>-identify forces of educational change<br>2. To review, appraise and assess the effectiveness of methods and mechanisms of curriculum change and improvement<br>3. To define roles to be played by various parties involved in curriculum development and evaluation<br>4. To review the principles of curriculum and instruction and formulate strategies for evaluating the effectiveness of learning experiences | 1. Examine the role of the school and the attainment of educational objectives<br>2. Examine the relationships between curriculum and organization<br>3. Select national learning experience which enhance attainment of educational objectives<br>4. Define objectives of curriculum development<br>5. Analyse the decision making function and roles played by various parties<br>6. Identify factors that influence curriculum change and improvement<br>7. Formulate strategies for national curriculum development | 1. Lecture-demonstration<br>2. Lecture-discussion<br>3. Individual and group assignments<br>4. Case studies and case write-up<br>5. Simulation exercises<br>6. Field trips institutions/ministries<br>7. Curriculum designing exercises<br>8. Evaluation exercises<br>9. Seminars/workshop/ Laboratory | 1. Factors influencing curriculum development identified<br>2. Basic educational concepts reviewed<br>3. Methods and mechanism of curriculum change development defined<br>4. Proposals for curriculum development prepared<br>5. Proposals and strategies for curricula and Instructional evaluative produces<br>6. Selection of learning experiences to attain educational objectives done<br>7. Roles of various players in curriculum development defined |

V. Resource Personnel

While ECA will provide resource personnel to service these programmes it is envisaged that the workshops, seminars and fora should draw heavily on national technical leadership and personnel and local resources from Ministries of Education, Economic Planning, Cabinet Office, other ministries Directorate of Personnel and Management, national universities, teacher training colleges, educational institutions, examination boards and other agencies and national institutions.

VI. Timing

The programme is scheduled to start in January 1983 to December 1984. Actual timing of each programme is dependent upon specific requests from member States and will therefore be determined upon firm request for each of these programmes.

VII. Financing

ECA will bear the travel cost and subsistence of the resource personnel while member States or institutions will be responsible for the up keep of participants attending the workshops/seminar.

VIII. Contact

Enquiries and requests for action regarding these training programmes should be made to:

The Director
Public Administration, Management
and Manpower Division
Economic Commission for Africa
P.O. Box 3001
Addis Ababa
Ethiopia